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ERIC abstracts on the drug problem and the schools, announced in RIE through December 1970, are presented. The key terms used in compiling this collection are "drug abuse" and "drug addiction." The following information is presented for each document: author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and abstract. A subject index is cross-referenced with the document listing. (SB)

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ERIC Abstracts on:

The Drug Problem and the Schools

EA 003 413

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ERIC Abstracts

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The Drug Problem and the Schools

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Philip K. Piele
Director

INTRODUCTION

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To compile each list, a search is made of the RIE indexes, using key terms that define the topic being researched. The terms used to compile this collection of documents on the drug problem and the schools are DRUG ABUSE and DRUG ADDICTION. Relevance to the topic is the only criterion for listing a document. The listing is complete for all issues of RIE through December 1971. Not all of the listed documents were processed by this Clearinghouse.

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5. Abrams, Irving, and Hawkins, Barbara A. Information about Narcotics; Resource Material for Teachers. Chicago, Illinois: Board of Education of the City of Chicago, 1966. 18 pages. ED 001 000 MF $0.25 HC $0.80.

A short history of narcotics and their legal control in the United States explains addiction and methods of its prevention. Teachers are given suggestions for the identification of addicted students, for example, close observation in physical education classes, and investigation of absenteeism by a physician. Resource material includes information that teachers may present to students about narcotics: (1) common personality types among drug addicts, (2) treatments of addicts, (3) agencies concerned with drug addiction, (4) the relationship between addiction and crime, (5) the benefits to human welfare of narcotics when used properly, (6) the dangers when used improperly, (7) kinds of narcotic substances, stimulants, and hypnotic drugs, and (8) a glossary of scientific and slang terms. A bibliography of instructional materials for students and teachers is appended.

6. Baltimore City Public Schools. Drug Abuse Education Program, Drug Abuse Education, Grades 5, 7, 9, Bibliography Included. Maryland: 1969. 60 pages. ED 038 000 MF $0.50 HC $3.05.

A drug abuse education program was implemented in grades five, seven, and nine in the Baltimore City Public Schools. Unit plans outline the curriculum content and learning activities for each of the three grades. The major objective in grade five is to familiarize pupils with various medically used drugs and to develop an understanding that these drugs may be both beneficial and harmful according to the way they are utilized. In grade seven the pharmacology of drugs is studied in greater detail, and an understanding of the sociopsychological aspects of drug usage is developed. The role of effective interpersonal relationships in preventing drug abuse is also stressed. Grade nine studies drug abuse as a community problem, and the topics include: (1) a description of medicinal uses of, and abuse reactions to, depressants, stimulants, hallucinogens, narcotics, and solvents; (2) drug dependence and tolerance; (3) drug laws and regulations; (4) rehabilitation; and (5) decision-making processes. Throughout the programs the students are recognized as participants and are encouraged to share ideas, think logically, and arrive at valid conclusions. Particular stress is placed on teaching young people how to make wise decisions. A bibliography for further reading on the subject is included.

7. Smith, Sandra G. "Drugs and Youth: Its Impact on the Community." Paper presented at World Mental Health Assembly, Washington, D.C., November 27-31, 1969. 15 pages. ED 036 035 MF $0.25 HC $0.85.

The increasing abuse of drugs by youth and the impact upon the community are discussed. Some young people use drugs as a substitute for psychological or physical help or as a means to be "in." There are many other reasons for drug abuse, depending on the predisposition and motives involved, and these are summarized. Comprehension of the present trend in the illegal use of drugs requires an understanding of adolescent dynamics. Although adolescents have physiologically acquired the capacities of adults, they are treated socially as children and not allowed to demonstrate their independence in all spheres. Consequently, much adolescent behavior is an expression of efforts to achieve some degree of freedom from parents. Today's young people are extremely uneasy in an achievement-oriented society and are searching for self-discovery through involvement with drugs, since institutions are not solving their basic identity needs. Because of the deleterious effects of drugs on human beings and on society, the solution to drug abuse should be found. In most cases, drug users have deep emotional and psychological problems and should be helped instead of ostracized by the law and society.

6. Bacton, James T., and Warren, Paul H. Social and Psychological Factors of Drug Abuse Among Children and Adolescents. Sacramento, California: Sacramento County Medical Center, [1970]. 40 pages. ED 050 939 MF $0.65 HC $3.29.

This paper is devoted to a selected review of literature on drug abuse and dependence among children and adolescents. It is divided into seven sections, each giving information on national and international studies of a particular drug. These drugs are: nicotine, alcohol, organic solvents (substances such as plastic cement and lacquer thinners), stimulants and sedatives, marihuana, psychedelic drugs such as LSD, and narcotics. The last section discusses various methods of dealing with the adolescent drug problem, such as educating parents about drugs and their effects, and increasing the availability of social-psychiatric services for young people. References are included.

5. Stoicoff, Paul A., and Nowak, Daniel D. Student Drug Use: An Informal Survey of Institutional Policies and Practices, Summer, 1967. Los Angeles: University of Southern California, 1967. 5 pages. ED 021 168 MF $0.65 HC $3.29.

In the summer of 1967, an informal survey of colleges and universities was conducted to ascertain what positions they had taken regarding the use of drugs by students. All of the institutions involved reported that they were aware of an urgent need to develop approaches for dealing with the problem, and were attempting to acquaint students with the problems involved in illegal drug use. Nine institutions had an

established policy concerning the use of drugs, two were developing statements, and fourteen did not yet have a policy. Three colleges and universities with policies had apparently assessed their positions because of the increasing use of drugs by students, community pressures, and concern for students involved in illegal drug use. Summarized, these policies state that: (1) the universities regard drug use as a serious problem and strive, through professional means, to bring the facts about drugs and their use to the attention of the campus community; (2) students using drugs should seek aid from the Dean of Students or from the Student Health Center; (3) the universities will uphold state and federal laws with respect to drugs; and (4) the possession, distribution, or sale of drugs could result in disciplinary actions by the universities. Statements of the nine statements are presented, as well as a list of institutions that were either developing policies or had not yet established a position on drug use when this report was written.

6. Blum, Richard H. "Drugs and Personal Values." Speech presented at the National Association of Student Personnel Administrators Drug Education Conference, Washington, D.C., November 7-8, 1968. 9 pages. ED 028 041 MF $0.25 HC $0.50.

Drug use and abuse have two major motivations: the medical or curative, and the religious or supplementary. The author discusses the expanding use of drugs for both purposes, suggesting a possible connection between increased medical use and confidence, and increased religious or pleasure use. He outlines many problems of definition and public relations encountered in studying student drug use. Students' attitudes differ widely, as do those of administrators, parents, and other influential persons. The solution lies in education and dialogue, two-way communication between those who would solve the drug use problem and those who do not see it as a problem. Information and facts on the significance and effects of exotic drug use should be available through student personnel services. Student personnel workers can aim for the development, by students, of group norms and inner standards that sensibly guide their conduct.

7. Bergen, Herbert G. "Drug Abuse: A School Disaster and a Problem for Guidance." Paper presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, April 2, 1969. 12 pages. ED 030 030 MF $0.25 HC $0.70.

Drug abuse is an increasingly common problem that must be faced by the school and community. Counselors working with students who abuse drugs need to consider more effective ways of handling these situations. The first part of this paper concerns a plan for working

with the secondary school student who has been "busted." The six roles and functions of counselors organized by Dr. Harold Richardson have been redefined specifically for counselors meeting the drug problem. Each role discussion includes practical suggestions. The second part presents a new approach to dealing with drug abuse. A written contract, signed by student and parents, would set up a "Plan for Therapy" for both student and parent. Specific methods for carrying out the contract are included, as well as alternatives if the contract is broken. This plan has the salutary effect of combining the joint responsibilities of parents, community, school, and student in a positive approach with more realistic therapeutic results than present plans.

6. Brotman, Richard. "A Mental Hygienist Looks at the Current Values and Changing Needs of Youth. Final Draft." Speech presented at the Conference on Youth, Meriden, Connecticut, April 26-27, 1968. 14 pages. ED 023 680 MF $0.25 HC $0.81.

The mental health profession has focused on the different kinds of drug users, the need for differential diagnosis and treatment, and the several types of drug use, one of which is adolescent abuse use. Concern over the increased use of drugs by adolescents and young adults in middle class and wealthy communities pressures the development of improved, more successful diagnostic and treatment methods. The use of drugs by adolescents is motivated not by psychological disorders but by the perception that it is fashionable and provides independence from adult society, and by peer group pressures to conform. Experiences with older adolescents and young adults tend to indicate that drug use does not appear to be immature rebellion but is one facet of dissent. A greater willingness is needed on the part of adults to attempt to understand rather than to judge the acts of youth. Drug usage seems to constitute a problem that will not be reduced by current methods. An objective understanding of the relationship between drug user and society in terms of the effects of usage on both is needed as an antecedent to legislation. Reactions to the presentation are given.

9. Byrd, Oliver E. Medical Readings on Drug Abuse. Reading, Massachusetts: Addison-Wesley Publishing Co., 1970. 286 pages. ED 048 071 Document not available from EDRS. (Available from Addison-Wesley Publishing Company, Reading, Massachusetts.)

This collection presents summaries of over 150 articles in the recent medical and psychiatric literature. Topics covered are: effects of drugs, tobacco, alcohol, drugs used in medicine, vapor sniffing, marihuana, barbiturates, tranquilizers, amphetamines,

methamphetamines, lysergic acid diethylamide, other hallucinogens, heroin and the opiates, psychiatric rehabilitation, treatment, and professional viewpoints.

10. Christian, Floyd T. Alcohol . . . Narcotics Education: A Handbook for Teachers. Tallahassee: Florida State Department of Education, 1967. ED 016 429 Document not available from EDRS. (Available from Texas Press, Dallas, Texas.)

Intended for the teacher's use in planning courses of study, this handbook supplies factual data about the uses of alcohol and narcotics. Applicable to any group or grade level, the information is primarily directed for K-12 programs. The handbook is in three sections. The first includes facts about beverage alcohol and discusses the definition of alcohol, its sources, various effects, societal problems relating to alcoholism, and economic factors. The second section deals with the uses of narcotic drugs and describes the common types of narcotics, the harmful and helpful effects of drugs, drug addiction, and other related societal problems. The third part suggests how the facts presented may be utilized in schools and covers health needs, the objectives of health education, topics and activities for secondary schools, and scope and sequence suggestions for grades 7-12. Also provided are directions for planning an alcohol narcotics education workshop for teachers. Numerous pictures, tables, charts, and graphs are presented, and a bibliography and list of sources for suggested teaching aids are included.

11. Cohen, Allan Y. "LSD and the Student: Approaches to Educational Strategies." Paper presented at the National Association of Student Personnel Administrators Drug Education Conference, Region IV, Denver, Colorado, February 26-28, 1967. 13 pages. ED 016 960 MF $0.25 HC $0.70.

The college has three basic functions relevant to the drug abuse problem: the therapeutic, the preventative, and the developmental. The first principle of psychedelic drug education may be termed the sympathetic attitude. On the part of the college administration, it involves a thorough understanding of drugs, plus the ability to treat drug users, actual and potential, as developing human beings. The second principle is the provision of complete information on lysergic acid diethylamide (LSD, pro and con, preferably in a library section where students may find it easily. If possible, information should be supplied to students by those persons in whom the students can comfortably believe. The third principle is the substitution of preferable alternatives by those students searching for self-insight, since most of them have already rejected the cultural permits offered and accepted by other students. LSD is a response to an experienced deficiency.

Our institutions are not providing an adequate context for self-exploration, and it is in this area that colleges should examine their curriculum and make changes that would encourage personal growth.

13. Conte, Anthony E., and Mason, Eugene R. Drug Abuse: A Challenge for Education. Trenton: New Jersey Urban Schools Development Council, 1970. 197 pages. ED 043 909 MF $0.75 HC $9.85. (Also available from New Jersey Urban Schools Development Council, 1000 Spruce Street, Trenton, New Jersey 08638, $3.25.)

This report provides comprehensive information regarding drug use/abuse. The first chapter describes drugs--those generally accepted by society as well as those less accepted--and discusses potential psychic and physical dangers inherent in their abuse. The second chapter explains the reasons offered by drug users for their generally unacceptable social behavior. Chapter Three is devoted to drug abuse education and includes a comprehensive state-by-state description of drug abuse prevention programs. Chapter Four reviews facilities and programs available for treatment of drug addiction, and describes recently developed treatment methods. Appendices include an extensive annotated list of resources that may be used to develop educational programs for students, teachers, and administrators.

14. Crookston, Burns B. "Implications of Drug Usage for Higher Education. Student Development Staff Papers Number One." Paper presented at the South Dakota College Public Relations Association Convention, July 19, 1968. 19 pages. ED 030 669 MF $0.25 HC $1.05.

This paper discusses the implications of drug usage for higher education. Drug use is not new. However, today there are several problems associated with drug usage: (1) ignorance, (2) semantics, (3) communication, and (4) change as a constant in the world. The reasons for student drug use are discussed. Students use drugs because: (1) they are preconditioned to the legitimacy of drug usage; (2) they want to rebel; (3) they want to escape; (4) they are encouraged by peer group influence; and (5) they are searching for spiritual discovery. Some of the cultural contextual factors include: (1) the generation gap, (2) the educational level of students, (3) the effect of mass communication media, and (4) the awareness of poverty and injustice. Recognizing the various factors, institutions can respond by: (1) creating a climate of openness and trust, (2) making more information is available, (3) providing source credibility, (4) assisting in the dissemination of alternatives, and (5) attacking the basic problem.

16. Denson, George D. Counseling with the Drug Abuser. Long Beach: California State College, [1969]. 9 pages. ED 032 049 MF $0.25 HC $0.50.

In the past few years, counselors have had to work with a great many drug abusers. While successes are difficult to evaluate, the failures are glaringly evident. In a search for a more effective method of working with drug abusers, twelve questions were devised. These are self-evaluative and directed at the counselor. If a counselor can openly and honestly answer positively to them, perhaps he is ready to counsel with youthful drug abusers. The counselor visualizes a great part of his role as centering around changing the self-concept of his youthful clients. Many of the young drug abusers see themselves in a nonperformance role, and it is the counselor's job to help them view themselves as people who can and do perform. Some suggestions are offered for effecting the desirable change in self-concept. The use and dangers of confrontation as a therapeutic tool are discussed. A counselor attempts to help the drug abuser find a more effective, healthy way to a maturity that can lead to positive and constructive change in self-concept.

17. Denson, George D., and others. Drug Abuse and You. Moravia, New York: Chronicle Guidance Publications, Inc., 1969. 31 pages. ED 036 089 Document not available from EDRS. (Available from Chronicle Guidance Publications, Inc., Moravia, New York 13118.)

Included here are some drug facts and reflections aimed primarily at college and high school youths, as well as parents, teachers, and administrators who realize that blanket condemnation is an ineffective technique. The purpose is to stimulate cooperative efforts to understand what is referred to as the "drug movement." Appended are a list of suggested readings and a list of primary substances which may be abused.

18. Dolton, Robert. "Increasing Use of Drugs by Our Youth. Remarks." Paper presented at National Association of Training Schools and Juvenile Agencies, Boston, June 10, 1968. 17 pages. ED 028 036 MF $0.25 HC $0.85.

A general look at the drug abuse problem comprises the first part of the paper. The author views drug abuse in terms of dependence rather than addiction, and as being either physiological or psychological. He briefly discusses which drugs are used, by whom, and for what purposes. Drug abuse is seen as an old problem with contemporary manifestations, which are spelled out. Two approaches for dealing with the problem are considered: (1) treatment of those already drug-dependent, and (2) prevention of others from becoming

drug-dependent. The primary focus is on prevention, which is considered a total community problem because it necessarily involves youth and adults. The thrust of prevention should be: (1) making consumers aware of the potential dangers of drug abuse, and (2) enlisting them to help peer group members who are users. The author encourages classroom drug education, effective law enforcement, dissemination of information concerning the legal penalties for selling or possessing dangerous drugs, and communitywide coordinating committees for planning programs and avoiding duplication of services.

17. Foot, Joel. Social Problems of Drug Use and Drug Policies. California: San Francisco State College, [1968]. 14 pages. ED 030 813 MF $0.25 HC $0.80.

The social and legal policies that prevent or control the use of mind-altering drugs are the main cause of the social problems arising from their use. The existing policies are ineffective: the wrong drugs receive the most attention and laws are directed at the wrong phase of the cycle of promotion, distribution, and use. The following reforms are suggested: (1) legal penalties to control manufacture and distribution of these drugs, (2) a ban on advertising of drugs, (3) reinstitution of probation, parole, and suspended sentences for drug offenders, (4) permission for doctors to treat users, and (5) an end to the status of "crime" for using drugs. It is concluded that (1) comprehensive outpatient public health programs should be made available for drug users; (2) educational programs presenting the facts about and the possible risks involved in using drugs should be provided for students and the public; (3) the Federal Bureau of Narcotics and other drug police agencies should be closed; and (4) the roots of drug use should be attacked by improving the quality of American life and society.

18. Gain, Gilbert, and others. Ex-Addicts as Streetworkers, The Boyle Heights Narcotics Prevention Project. Los Angeles: California State College, 1968. 153 pages. ED 041 313 MF $0.75 HC $7.80. (Available from Gilbert Gain, Department of Sociology, California State College, 5151 State College Drive, Los Angeles, California 90032.)

The Boyle Heights Narcotics Prevention Project, located in a Mexican-American community, attempted to answer the question: What happens when thirty ex-heroin addicts are hired at $600.00 per month to assist practicing addicts and potential drug users? The lengthy report discusses what the project was about, what it accomplished, and how it accomplished what it did. The major segments of the report deal specifically with the following aspects: (1) background, (2) ingredients of the proposal including scope and sponsorship, (3) a narrative

history of the project, (6) job development activities, (7) the detoxification program, (8) the clients, and (9) the field workers. The strengths and weaknesses of the innovative program are clearly indicated. Because the project was not designed as a research experiment and because of the subtle nature of success, evaluation was viewed as exceedingly complex. The report does, however, venture the conclusion that, based on the initial and continuing large numbers of persons who found their way to the project, it was offering a needed and appreciated service.

18. Glowinsky, Sanford J. Sex Education, Black Studies, Drug Abuse: A Survey of Existing Programs in Four Counties in Southeastern Michigan. Detroit, Michigan: Wayne County Intermediate School District, 1970. 30 pages. ED 048 138 MF $0.25 HC $1.60.

A questionnaire was sent to one hundred southeastern Michigan school districts (ninety-seven public and three parochial) in an attempt to determine to what extent sex education, black studies, and drug abuse have been included in the curriculum, and to provide data to help in establishing new programs. Ninety-six replies were received, and the data was categorized as (1) formal systemwide, (2) in planning, and (3) integrated, i.e., forming part of other existing courses such as physical education, science, sociology, etc. Seventeen tables give the detailed results of the survey, and appendices list the central offices contacted and include the questionnaire, cover letter, and follow-up letter.

19. Kaniston, Kenneth. "Drug Use and Student Values." Paper presented at National Association of Student Personnel Administrators Drug Education Conference, Washington, D.C., November 7-8, 1966. 11 pages. ED 024 971 MF $0.25 HC $0.65.

Student drug use is closely related to the dominant pressures on American students. The pressure for cognitive professional competence leads to a search for meaning in other areas of life; the feeling and fear of psychological numbing leads to a pursuit of experience for its own sake. Many students have come to feel that the states induced by drugs will automatically produce a revelation of life's meaning or, at least, an experience which will be highly significant and illuminating. Despite the presence of some values which are consistent with drug use, most students have other values arguing against drug use. A type of students particularly prone to drug abuse, the "disaffiliates" have few values militating against drug use, and strong motivations inciting them toward drugs. Some factors predisposing these students toward drug abuse are summarized. In dealing with drug users, attempts must be made to provide alternate

evaders to attain valid goals. The students are reacting not only to the individual circumstances of their past, but to dilemmas that confront their entire generation. In counseling, it is important to acknowledge that the question of drug use is not a medical issue, but an existential, philosophical, and ethical issue.

55. Kitsinger, Angela, and Hill, Patricia A. Drug Abuse, a Source Book and Guide for Teachers. Sacramento: California State Department of Education, 1967. 107 pages. ED 016 630 MF $0.75 HC $6.05.

To help teachers instruct about drugs and discourage drug abuse, this sourcebook contains information applicable to any group or grade level but primarily directed at a K-12 program. The content has been selected, organized, and presented in terms of presumed teacher need and is not intended for direct pupil use. Information drawn from medical, legal, governmental, and other sources has been adapted for educational use, avoiding excessive use of scientific terminology. The material is divided into three major divisions. Part One deals with (1) dangerous substances including barbiturates, amphetamines, volatile chemicals, marihuana, LSD, and narcotics, and (2) the people who become dependent upon these drugs. Part Two deals with legislation and other societal efforts to control and solve the problems of drug abuse. Part Three surveys educational problems and suggests guidelines for the development of instructional programs designed to prevent drug abuse. Also included are definitions of key terms, drug abuse jargon, objective test items, and selected references.

56. Laing, James M. Drug Education: Use and Abuse. A Resource Bulletin. Pleasant Hill, California: Contra Costa County Department of Education, 1970. 108 pages. ED 049 708 MF $0.65 HC $14.80.

This bulletin identifies available resources relative to drug education and organizes them for use in preparing a particular service for a special need. Included in the bulletin are: (1) research report abstracts, (2) programs, (3) curriculum guides and instructional units, (4) California agencies, (5) national agencies, (6) consultants, (7) possible federal funding sources, (8) films and filmstrips, and (9) an annotated bibliography including books, periodicals, and pamphlets.

57. Miller, Donald E. "Narcotic Drug and Marihuana Controls." Paper presented at the National Association of Student Personnel Administrators Drug Education Conference, Washington, D.C., November 7-8, 1966. 12 pages. ED 020 042 MF $0.25 HC $0.70.

This paper focuses first on narcotic control in general and, second, on the reasons for isolating on marihuana control. Brief descriptions are given of the currently existing narcotics acts at federal and state levels. The author analyzes the chemical properties of marihuana, describes its psychological and physiological effects, and discusses psychological habituation as opposed to physical addiction. In speaking against the treatment of marihuana use, the author points to the low grade of the drug currently available due to strict policing, and contrasts effects of the mild drug with those of the more concentrated forms available where the drug is legal. He also discusses the relationship of marihuana to insanity, crime, and hard-drug addiction.

24. Williams, William G., and others. "Governor's Conference on Drug Dependence and Abuse. An Occasional Paper of the Hanover College." Paper presented at The Governor's Conference on Drug Dependence and Abuse, East Lansing, Michigan, December 9, 1969. The Pilot, 1,1(Special Issue). 107 pages. ED 050 720 MF $0.50 HC $5.65.

Following Governor Williams's address, Dr. Dana Farnsworth defines the problem in terms of who is involved, to what extent, and with which drugs. His presentation focuses primarily on the motives of affluent young people who experiment with or become dependent upon hallucinogens, marihuana, and amphetamines. He deals extensively with the drastically changing psychological environment of adolescents, their resultant unhappiness with life and society, and the use of marihuana as a special symbol of this dissatisfaction. The relationship between the control of drug use and the balance between the respective rights of society and the individual is explored. A case is made for more rational drug laws. Dr. Jerome Jaffe of the Illinois Department of Mental Health talks about solutions. Components of a strategy are listed, along with their underlying assumptions. He elaborates on the response of the state of Illinois to compulsive drug users. The processes and principles of a multimodality pilot treatment program of the Illinois Narcotic Advisory Council are discussed, including operations and discussions.

25. Margenstein, Melvin, and Strongin, Harriet. Study of Articulation Progress between Nassau Community College and Topic House. Final Report. Garden City, New York: Nassau Community College, 1969. 94 pages. ED 037 648 MF $0.50 HC $3.95.

This study (1) investigated the background characteristics and the vocational and educational needs and desires of former narcotics addicts in a residential therapeutic community (Topic House, Long Island), (2) assessed the potential role of Nassau Community College in meeting these needs and desires, and (3) determined what Topic House

residents and administrators might do to develop a joint college and rehabilitation program. Data came from questionnaires and interviews with the residents (largely male, single, and under twenty-four), as well as from high school transcripts, Topic House records, and state and community agencies involved with drug addiction and related problems. Findings affirmed the need for an educational program. A program of high school and college level studies has been designed, embracing vocational, professional, and cultural aspirations along with capabilities and achievements, and including plans for specific employment preparation. Topics are suggested for further program and participant research. Seven references, fourteen tables, a questionnaire, and components of the Topic House program are also included.

[illegible]. National Association of Student Personnel Administrators. Bibliography on Drugs. Detroit, Michigan: [1969]. 4 pages. ED 029 137 MF $0.25 HC $0.40.

A bibliography of materials on drugs is presented, with annotations for the book and paperback entries. Selected technical references are listed under three major findings: (1) dependency, (2) habituation, (3) amphetamines, and (4) general pharmacology.

[illegible]. National Education Association. How to Plan a Drug Abuse Education Workshop for Teachers. Washington, D.C.: 1969. 40 pages. ED 041 327 MF $0.25 HC not available from EDRS. (Available from Superintendent of Documents, United States Government Printing Office, Washington, D.C., 20402, $0.35.)

These guidelines to planning a drug abuse education workshop for teachers were developed in the course of a one-year project. The booklet begins with brief concepts of philosophies of drug abuse education. The second part conveys objectives of inservice training for drug abuse education. A discussion of an orientation program designed to gain support for inservice training on drug abuse follows in the third part. Part Four deals with the planning and conducting of an inservice workshop on drug abuse. This section includes: (1) scheduling and timing, (2) workshop locations, (3) inservice training director, (4) inservice training participants, (5) program content, (6) selection of workshop speakers, program leaders, and consultants, (7) arrangements with workshop speakers, program leaders, and consultants, (8) group process activities, (9) field trips, (10) drug education films, (11) reading materials, and (12) housekeeping details. Part Five provides workshop programs of varying lengths. Topics are listed briefly. The booklet concludes with a selected bibliography of materials on background information and ideas.

[illegible]. Gowlis, Helen H. Drugs on the College Campus. A Guide for College Administrators. Detroit, Michigan: National Association of Student Personnel Administrators, 1967. 119 pages. ED 026 971 MF $0.50 HC $6.05. (Also available from NASPA Drug Education Project, 109 Dubrows Tower, University of Rochester, Rochester, New York 14627, single copies free, additional copies $1.00.)

This guide to drugs on the college campus provides accurate information to help administrators and other college officials understand and cope with the use of drugs by college students. The problem is defined, and facts about drugs and the implications and issues associated by their use are presented. Information is also offered in the following areas: (1) the student and his culture, (2) drugs and the law, and (3) the response of the educational institution to student drug use. Approximately one-quarter of this guide is devoted to a simplified summary of the current basic pharmacological information about the drugs that are of major concern, including barbiturates, amphetamines, marihuana, LSD, and alcohol. Included in the appendix are a glossary, a bibliography, a list of films suitable for college students, and a comparison chart of the major substances used for mind alteration.

[illegible]. Gowlis, Helen H. "Student Drug Use." Paper presented at the American Psychological Association Convention, Washington, D.C., August 31-September 4, 1968. 11 pages. ED 000 000 MF $0.25 HC $0.65.

This paper discusses the nature and extent of student drug use, its meaning and significance, the response of society, and some problems resulting from efforts at control. Drugs are any substance that by its chemical nature affects the structure or function of the living organism. Abuse refers to any use of a nonmedically approved drug or of a medically approved drug for nonmedically approved purposes. The greatest increase in drug usage is in the use of mood-changing drugs, particularly marihuana. Many of the reasons young people use drugs are the same as the reasons adults use drugs: for fun, to facilitate interaction (social), to feel better, and to relieve boredom. The effects of drugs are varied depending on sex, age, state of health, and individual differences. Whether the outcomes or reactions are good or bad is a value judgment. Much research is needed for more information on drugs and their use. Limiting the supply of a particular drug does not decrease drug use, but rather causes the user to look for another drug. Drug education is badly needed. Present approaches, instead of treating the problem, attempt to regulate the symptoms. Perhaps more care in dealing with basic problems or at least in identifying these problems will help solve today's drug issues.

88. Richards, Louise G. "Government Programs and Psychological Principles in Drug Abuse Education." Paper presented at American Psychological Association Convention, Washington, D.C., August 31-September 4, 1969. 25 pages. ED 033 439 MF $0.25 HC $1.35.

This paper is divided into two parts: (1) the drug abuse education activities being carried out by the various agencies that take responsibility in this area, and (2) an analysis of various kinds of efforts made in drug abuse education today and the resulting product. The definition of drug abuse education used by the author contains the following elements: reasonably accurate information on abused or illegal drugs conveyed via a psychological principle (or forces) and designed to change an individual's knowledge, attitudes, or behavior in a direction desired by the educator. The three goals of the federal government's educational activities are: (1) to prevent the use of illegal and potentially harmful drugs, (2) to present enough information so that students can decide for themselves, and (3) to increase understanding of all the factors that account for drug use and related social attitudes and policy. Various methods used in drug education are explained, including: (1) scare tactics, (2) exhortatory methods and materials, (3) professional or experiential authority, (4) increased status in a current role or a desired new one, (5) the organization and elaboration of concepts in a logical structure, (6) encounters group techniques, and (7) humor or entertainment techniques.

89. St. Denver, F. Gerald, and Plunkett, Thomas G. Drug Abuse, A Guide for Parents and Teachers. Pontiac, Michigan: Office of Prosecuting Attorney, Oakland County, (1969). 41 pages. ED 035 919 MF $0.25 HC $2.15.

Concerned with providing information on drug abuse, this booklet begins with a brief history of drug traffic and the problem as it exists today. The second part discusses the identification of drugs including opium, heroin, and marihuana. The third concerns nonnarcotic drug abuse, including lysergic acid diethylamide (LSD), mescaline, amphetamines, and barbiturates. Related areas of youth abuse are also presented, including glue sniffing and use of codeine cough syrups. The next section is a product reference chart, including information on medical use, potential for physical and psychological dependence, possible effects of abuse, and how taken when abused. Recognition of a narcotic addict is described, and a list of nervous symptoms given. Problems of identification are covered. A glossary of the common terminology used in drug traffic and a list of audio-visual and reading materials conclude this report.

33. SCOPE. Bibliography for Drug Abuse and Narcotics. Stony Brook, New York: [1969]. 47 pages. ED 041 720 MF $0.25 HC $2.01.

The material presented deals with the many facets of: (1) drug abuse, (2) drug addiction, (3) treatment, (4) alcoholism, (5) glue sniffing, (6) narcotic laws, (7) drugs and youth, and (8) the kinds of drugs used. The types of materials listed are: (1) pamphlets, (2) key periodicals, (3) periodicals and professional articles, (4) books, and (5) educational information agencies. Short annotations are included for some of the references.

34. Shannon, Thomas A. "Legal Position of School Personnel: Drugs and Narcotics." Paper presented at San Diego State College Drug Abuse Workshop, San Diego, August 13-23, 1969. 13 pages. ED 043 305 MF $0.25 HC $0.71.

California educators have been given broad discretionary powers to control students who misuse drugs or narcotics, and to develop drug education programs. This paper outlines and discusses legislation dealing with disciplinary actions against drug offenders, and delineates school responsibilities for developing and implementing effective drug education programs.

35. Swisher, John D., and Swanson, Richard E. Evaluation of Temple University's Drug Abuse Prevention Program. Philadelphia: Temple University, 1969. 71 pages. ED 043 070 MF $0.50 HC $3.65.

Temple University's concern for the problem of drug abuse culminated in a festival on the Hazards of Drug Abuse. Participants were undergraduates, graduates, and staff. An evaluation design, involving pretesting and posttesting, had previously been devised to test for information gains and attitude changes. A follow-up was designed to focus on participants' activities related to drug education, and a control group was established to determine effects of the conference on the participants. Based on evaluation results, the following conclusions were reached: (1) information gains as a result of the conference were significant; (2) attitudes of undergraduates were altered favorably, particularly on the use of marihuana; (3) participants were stimulated to acquire and disseminate additional information on drug education; and (4) the conference format was considered appropriate by the participants. The success of the program led to establishment of the Drug Education Activities Project to provide drug education, referral, and research services. Samples of pretests and posttests, plus data tables, are appended.

35. Wise, Mitchell, and others. Drug Abuse: Escape to Nowhere. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1967. ED 015 124 Document not available from EDRS. (Available from Publications-Sales Department, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, $2.00.)

Designed as an information source, not a plan for teaching, this publication is a guide for educators in their efforts to develop programs combatting drug abuse. Major areas in the document include: (1) a historical perspective, (2) drugs of abuse and their effects, (3) the drug abuser and methods of therapy, (4) education approaches, and (5) problems of abuser identification. Also discussed are drug distribution, legal controls, and medical agencies for addicts. A film list, reference materials, a list of technical terms, a glossary of slang terms, and a drug abuse reference chart are included.

36. Vaillant, Herbert, and others. Narcotic Drug Addiction. Bethesda, Maryland: National Institute of Mental Health, Department of Health, Education, and Welfare, 1965. 31 pages. ED 010 125 MF $0.25 HC $1.65. (Also available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, $0.25.)

Much has been learned in recent years about the nature of drug addiction, the factors that lead a person into addiction, and the effective treatment of addicts. This pamphlet surveys the findings and is intended primarily for (1) those who, in the course of their professional duties, come in contact with addicted individuals and desire current data, and (2) teachers, particularly those charged with preparing instructional materials. The pamphlet deals for the most part with addiction to narcotics, principally opiates and synthetic drugs with opiate-like reactions. The major areas covered are (1) the effect of narcotics, (2) the people who turn to narcotics, (3) the doctor and the addicted person, (4) treatment in federal hospitals, (5) aftercare and other new approaches, and (6) prevention of addiction. Problems with other drugs such as marihuana, cocaine, amphetamines, barbiturates, and tranquilizers are also briefly discussed.

SUBJECT INDEX

Administrative Policy 5

Adolescence 3,4

African American Studies 19

Alcoholism 10

Bibliographies 22,32

Board of Education Role 13

College Role 11, 13

College Students 11,20,29

Community Colleges 25

Community Education 22

Counseling 7,20

Counseling Effectiveness 14

Counseling Programs 14

Counselor Functions 7

Crime 1

Cultural Factors 13

Curriculum 10,21

Curriculum Research 19

Decision Making 2

Delinquency 1

Discipline 5

Drug Abuse 2,3,4,5,6,7,8,9, 12,13,14,15,16,17,19,20, 22,23,24,26,27,28,29,30, 31,32,33,34

Drug Addiction 1,2,7,10,11,12, 16,18,21,22,24,25,26,31,35, 36

Drug Legislation 8,17,21,23, 26,33

Drug Therapy 12

Education 2

Educational Methods 20

Educational Objectives 18,30

Educational Programs 27,30

Evaluation 24

Health Education 2,5,9,10,12,21, 23,24,25,26

Instruction 21

Instructional Design 27

Integrated Curriculum 19

Lysergic Acid Diethylamide 11

Marihuana 29

Medical Research 9

Mental Health 8

Middle Class Culture 9

Narcotics 1,24,29,31,32,35,36

Parent Participation 31

Patients (Persons) 25

Prevention 24

Program Descriptions 24

Program Development 27

Programs 22

Psychological Studies 4

Reference Materials 8

Resource Guides 22

School Health Services 6

School Law 33

School Policy 33

Secondary School Science 10

Secondary School Students 7
Self Concept 14
Sex Education 19
Social Change 13
Socially Deviant Behavior 16,24
Social Problems 4,15,17
Student Attitudes 1,11
Student Behavior 5,13
Student Personnel Work 6
Student Problems 6
Students 29,30
Teaching Guides 10,21
University Extension 25
Values 20,29
Vocational Rehabilitation 25
Workshops 27
Youth 16,31
Youth Problems 2,3,4,14,16, 29,31